DOCUMENT RESUME

ED 248 489 CS 007 782

AUTHOR Azarowicz, M. Brown
TITLE The Shared Silent Reading Method Leads Students to Literacy.
PUB DATE [83]
NOTE 9p.
PUB TYPE Guides - Classroom Use - Guides (For Teachers) (052) -- Reports - Descriptive (141)

EDRS PRICE MF01/PC01 Plus Postage.
DESCRIPTORS Content Area Reading; Cooperation; Elementary Secondary Education; Interpersonal Relationship; *Listening Skills; *Motivation Techniques; Parent Participation; *Reading Assignments; Reading Habits; Reading Improvement; *Reading Instruction; *Reading Skills; *Silent Reading; Student Motivation; Teacher Role

ABSTRACT

The advantages of shared silent reading in the home and in the school for the promotion of literacy are numerous. At home the child may read silently in the presence of a parent who is engaged in a household task, or who is reading silently. In schools, shared silent reading may be used at all grade levels with groups of students in structured or unstructured settings. In elementary school classes, shared silent reading is effective in regular reading classes and as a follow up activity instead of seatwork. In junior and senior high school classes, it may be used during content area reading assignments, especially in literature, history, and science classes. Of course, during initial shared silent reading lessons, the teacher will need to evaluate and monitor the reading, listening, and sharing activities. However, as students become adept and familiar with the process, the teacher's role will lessen and students will become self-motivated and self-directed. The shared silent reading method is one in which students discover that reading is a pleasant, meaningful process and that sharing one's thoughts and ideas with others is an enjoyable experience. Students discover that reading involves listening, discussion, argument, and decision making. They also discover that reading is not a lonely activity. (The paper includes three examples of structured silent reading lessons.) (HOD)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED248489

The Shared Silent Reading Method Leads Students to Literacy

Use of the Shared Silent Reading Method in the home and in the school leads students toward literacy. In this method, a student reads silently in the presence of a listener. Periodically, the reader looks up and shares ideas orally with the listener and then resumes silent reading. This method encourages students to read with understanding and to communicate ideas to others. It also encourages students to listen, thoughtfully, and to react, orally, to the ideas presented. The ability to comprehend print, to listen and react to ideas and to relate the meanings found in print is literacy.

The advantages of the Shared Silent Reading method for the promotion of literacy are numerous. Shared silent reading is a cooperative, spontaneous, natural activity in which both reader and listener are involved. The reader learns to paraphrase thoughts, choose main ideas and engage the listener in discussion. The listener gains information, learns to listen discriminatingly, provides feedback through questions and comments and responds courteously and appreciatively to the reader. Reading becomes a shared, meaningful process in which two or three students of any age read together in mutually supportive ways.

In the Home

Shared Silent Reading may be used, readily, by parents in the home to encourage literacy. A child reads silently in the presence of a parent who is engaged in a hands-on household task, or who is reading silently. The parent is usually happy to be diverted, periodically, by

CS007782

U.S. DEPARTMENT OF EDUCATION
NATIONAL INSTITUTE OF EDUCATION
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

X This document has been reproduced as received from the person or organization originating it.
☐ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official NIE position or policy.

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

M. Brown Azarowicz

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

the child from a mundane task; or is willing to stop their own reading for a few minutes, in order to share in the child's interests. It is important for parents, as listeners, to take an active role in the sharing of ideas by asking perintent questions and sharing knowledge. Parents' responses may include comments such as: "Mmmm--interesting" "I didn't know that before." "Read some more and tell me what you discover" "Well, I don't (do) believe that!" "I wonder what proof the writer has for that statement?" "When you finish, I want to read it myself. It is so interesting." This method of encouraging a child's interest in reading promotes pleasant parent-child conversations and gradually becomes part of the natural literary sharing activities in which a family engages.

In the School

In schools, Shared Silent Reading may be used at all grade levels with groups of students. Students are paired as readers and listeners and the settings may be structured or unstructured. Unstructured settings are similar to those found in the home. The listener works at a quiet hands-on-task such as drawing or painting and the reader reads something of concern to both students. Students who find reading difficult may be the listeners and gain knowledge that would otherwise be denied to them. The reader and listener may search for information for a present or future task such as the materials needed for a science experiment or historical facts that will be used in a social studies project. The reader reads silently until the information is found and then shares this information orally with the listener. The listener is

provided with the needed knowledge and the reader gains experience in paraphrasing, summarizing and explaining ideas.

Free reading times may be used for Shared Silent Reading. Two students reading similar books may be paired. A common objective is established· "to find what the writers of two books believe about a certain topic." When a student finds a statement that is pertinent to the objective, the idea is shared with the partner. The reader needs to develop techniques for breaking into the partner's silent reading such as: "Pardon me, Mary, but my author states" . . . or "Excuse me, I believe this will interest you". The listener, in turn, will develop, polite ways of showing interest (noted above). Many students find this casual sharing of ideas an exciting, friendly adventure into the world of books.

During initial Shared Silent Reading lessons, the teacher will need to evaluate and monitor the reading, listening and sharing activities. However, as students become adept and familiar with the process, the teacher's role will lessen and students will become self-motivated and directed, especially students in the upper grades. Upper elementary and junior high school students may wish to develop their own rules of conduct, such as these rules in which students stated:

We will:

1. Break into our partner's silent reading, courteously.
2. Paraphrase and quote pertinent facts.
3. Agree and disagree about appropriate answers, courteously.
4. Listen carefully to our partner's ideas.
5. Give our partner time to read and time to explain ideas orally.
6. Use both partners' ideas in our final written statements.

In order to develop active listening and silent reading abilities, the teacher may wish to evaluate the activity by asking listeners to

summarize the learning. If readers have explained ideas, well, and listeners have listened, carefully, listeners should have a clear knowledge of the ideas presented.

For effective use of Shared Silent Reading, the teacher may take the role of reader or listener and help students develop abilities in finding ideas in print and learning to share ideas with others. Tape recordings of student discussions and written answers to prepared questions will keep students actively pursuing defined goals. In elementary school classes, Shared Silent Reading is effective in regular reading classes and as a follow-up activity instead of seatwork. In junior and senior high school classes, it may be used during classroom reading assignments, especially in literature, history and science.

Examples of Structured Silent Reading Lessons

In Lesson 1, during initial reading of the story, students read silently, listen to each other and share ideas about the overall question. After initial reading, questions are structured, by the teacher, from low to high levels of thinking so that discussion will be purposeful. Emphasis is upon oral discussion, but a final short written assignment evaluates the learning for both students and teacher.

In Lesson 2 a good reader and a poor reader are paired. Each reads from a differing level texts, but they pool knowledge to answer a series of questions about a topic.

In Lesson 3 ideas are presented for teaching reading-study skills through shared silent reading.

Lesson One

Objectives: To enable students to:

a. Gain knowledge from more than one source

b. Share ideas orally and in written form

Materials:

Stone Soup by Marcia Brown

The Little Red Hen by Margot Zemach

While you are reading your story silently, try to find the answer to this question "What causes people to cooperate on projects?" When you find an answer, snare your idea with your partner.

After you have read your story answer questions 1-4 orally in discussion with your partner. Together, write the answer to question 5.

1. Knowledge Questions.
   a. Who were the major and minor characters in both stories?
   b. What did the major characters do to get everyone to cooperate?
   c. What were the results of their efforts?

2. Comprehension Questions:
   a. How would each character define the word "cooperation." Prove your answer from the story.?
   b. Why did some characters cooperate and some did not?

3. Application Questions
   a. Tell about a time in your life when you wished people would cooperate with you. What did you do to obtain cooperation? What was the result? Which methods resulted in cooperation and which did not?

4. Analysis:
   Identify the things the major characters did that caused cooperation and non cooperation. Make a chart showing these patterns.

5. Synthesis Questions:
   Using the chart you made in question 4, write a statement, of not more than fifty words, telling what you believe are the causes of cooperation when people work together on projects. Using your books, state the sources (page numbers) of each idea.

Lesson Two

Purpose: to help a slower reader complete and understand an assignment. Pair a good reader (A) and a slower reader (B). Each student reads a book/story/article written at their individual instructional reading level. Each student answers a prepared set of questions about a topic. Student (B) will have a simplified text, but one which he/she is able to read. Both students assume two roles: reader and listener, as needed. Both read silently and share answers orally.

Lesson Three

In order to dialogue with the text and with one's partner the skills of skimming, scanning and finding the main idea may be the focus of lessons. The need for these abilities will be self-evident to students as they participate in oral discussion. Two students may be paired to read silently and share answers orally to a series of questions that will help students learn these skills.

Scanning questions might include:

1. On page 42 what persons name is written in italics?
2. In the Table of Contents, which Chapter presents the economic beliefs of the president?
3. Which bibliographic entry on page 97 is the most up-to-date?

Summary

The Shared Silent Reading method is one in which students discover that reading is a pleasant, meaningful process in which sharing one's thoughts and ideas with others is an enjoyable experience. Students discover that reading involves listening, discussion, argument and decision-making. They also discover that reading is not a lonely activity. It is a vibrant person-to-person shared experience that may be enjoyed all through life. The Shared Silent Reading method leads to true literacy in the home and in the school, because true literacy is the enjoyment and usage of reading in all its components, including listening, speaking, writing and sharing the wonders of print with others.

References

Bloom, Benjamin S., et al. Taxonomy of Educational Objectives: Handbook 1: Cognitive Domain. Longman, 1977.

Brown, Marcia. Stone Soup. Schriner, 1947.

Zemach, Margot. The Little Red Hen. Farrar, Strauss & Girard, 1983.